A STUDY OF STUDENT ATTITUDES

TOWARDS BASIC STANDARDS TESTING

by

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A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Education Degree
With a Major in

School Counseling

Approved: 2 Semester Credits

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The Graduate College
University of Wisconsin-Stout
December 1999

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ABSTRACT

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Title: A Survey of Student Attitudes Towards Basic Standards Testing

Graduate Major: School Counseling

Research Advisor: Mary Hopkins-Best

December 1999 44 Pages APA Format

The purpose of this descriptive study was to investigate student attitudes towards Basic Standards testing and student preparation for Basic Standards testing. The persons in this study were 128 11th grade students enrolled at North High School in the Minneapolis school district during the spring of 1999. Ten homerooms were selected for this study. Five 11th grade homerooms were made up of students that passed the Basic Standards exam, and five homerooms were made up of 11th grade students that had not passed the Basic Standards exam. The Class of 2000 will be the first class required to pass Basic Standards testing to receive their high school diploma.

Results were utilized to understand the relationship between student's belief that students should have to pass the Basic Standards exam to graduated from high school and passing the exam. Results indicated that more passing students believed students should have to pass the exam to graduate than non-passing students.

Results were utilized to understand the relationship between students belief that requiring students to pass the Basic Standards exam makes graduation from high school more meaningful and passing the exam. Results indicated that there was no relationship

between students belief that passing the exam made graduating from high school more meaningful and passing the exam.

Results were utilized to understand the relationship between the amount of time a student spends studying for courses every week outside of school and passing the Basic Standards exam. Passing students reported spending less time studying for courses every week outside of school than non-passing students.

Results were utilized to understand the relationship between how students prepare for the Basic Standards exam and passing the exam. Passing and non-passing students participated in minimal preparation activities for the Basic Standards exam.

Results were utilized to understand the relationship between the total amount of time students spent preparing to take the exam and passing the exam. Results indicated there was no relationship between the amount of time students spent preparing for the exam and passing the exam.

Results were utilized to understand the relationship between student's belief that they were prepared to take the exam and passing the exam. More passing students reported they felt prepared to take the exam. More non-passing students reported they did not feel prepared to take the exam.

Results were utilized to indicate what sections of the Basic Standards exam students had passed. The majority of non-passing students had passed none or one out of three sections of the Basic Standards exam. Therefore, the majority of non-passing students had two or three sections out of three sections of the exam to pass before they can graduate.

Based on the data collected, administrators, counselors, teachers, and parents should better utilize existing resources to prepare students for Basic Standards testing.

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CHAPTER ONE

Introduction

Concern for the academic deficiencies discovered in students graduating from high school during the 1970's through the 1990's has motivated many states to require high school graduates to pass high school exit exams. There has been continued and increased interest in the assessment of high school student's possession of specific skills as a requirement for high school graduation. In addition, the number of states that mandate students to demonstrate a minimum level of competence in specified learning areas before high school graduation continues to grow.

Tests and examinations aimed at the measurement of specified learning areas are often referred to as proficiency, minimum competency, or basic skills testing. The names of these testing programs and exams may vary from state-to-state, but the concepts involved are similar. For the purpose of this study, these testing programs will be referred to as minimum competency testing.

Minimum competency testing programs are designed to measure student's acquisition of skills that are necessary for functioning in today's society (Cohen, Swerdlik & Phillips, 1996). What is determined as the necessary skills for functioning in today's society vary from state-to-state. However, knowledge of the 3 R's (reading, writing, and arithmetic) is the minimal, basic requirement (Cohen et al., 1996).

The popularity of minimum competency testing has continued, and many reasons for support have been identified. Perkins (1983-84) indicates that the benefits of minimum competency testing generally fall under five categories. First, the use of minimum competency testing is believed to restore credibility to the high school diploma by

certifying students have achieved established skill levels. Next, the established competencies inform the public (including businesses and colleges) precisely of what identifiable skills high school graduates have acquired and strengthens confidence in the public education system. Third, specified competencies improve teaching and learning by valuing the end product of what has been learned. In addition, minimum competency testing is expected to identify students who are not meeting the identified requirements and engage these students in remedial programs to increase their learning. Finally, a system of accountability is developed which places responsibility on schools to meet specified standards for high school graduates.

While there are many perceived benefits, minimum competency testing does not exist without its opponents. Perkins (1983-84) additionally indicates that criticism for minimum competency testing usually falls under four categories. First, psychometricans caution test users of the limits of tests. Some tests have been found to be biased towards persons of a particular gender, race, ethnicity, and socioeconomic status. If tests are not constructed appropriately, tests may continue to discriminate towards certain populations. Students who are underachieving may be further stigmatized, which could actually increase the dropout rate.

In addition, criticism exists toward limiting curriculum's focus to basic skills, which may narrow and limit student's experiences in the classroom (Perkins). Third, minimum competency testing is viewed to actually place accountability not only on teachers and administrators, but on students as well. Students are left with a sense of failure if they do not pass the test. Students who do not receive a high school diploma may have more difficulty seeking employment and college entrance. Finally, the increased burden of

testing requires school districts to spend large amounts of time and money to assume additional roles and tasks that are not often in great supply to public school districts.

Linn, Madaus, and Pedulla (1983-84) also indicate concern for standards and minimum passing scores of minimum competency exams. The minimum passing score is used to indicate whether a student has met the standard for passing the exam. This standard should separate the competent from the incompetent (Linn et al.). For example, when using a minimum passing score of 70%, a student's score of 68% correct should indicate incompetence, while another student's score of 71% indicates competence. In addition, Linn et al. caution that standards for passing the test should not be too lenient to let every one pass the exam or too difficult that passing is rare.

Legislators, educators, and parents have debated the positive and negative consequences of minimum competency testing. The efforts of the program and student achievement are routinely scrutinized. Discussion continuously takes place on what effect this will have on our students.

Statement of Problem

Support for minimum competency testing ranges from "government leaders, educational specialists, teachers and parents" (Flynn, 1990, p. 4). In addition, a study conducted by Flynn addresses community attitudes of minimum competency testing. However, relatively no research has been discovered which addresses student's attitudes towards minimum competency testing or investigates how students prepare for minimum competency testing. Minimum competency requirements monumentally affect student's lives, yet student attitudes and student preparation have yet to be investigated.

Administrators, counselors, teachers, and parents benefit from understanding student attitudes toward and student preparation for minimum competency exams. Administrators, counselors, and teachers can use the knowledge of student attitudes and student preparation for development of appropriate strategies to inform and prepare students for minimum competency requirements. Parents' awareness of student attitudes and minimum competency testing allows parents to become involved in preparing their children for minimum competency testing.

The purpose of this descriptive study is to investigate student attitudes toward and student preparation for the Minnesota's Basic Standards exam as measured by a self-developed student survey.

Research Questions

Research Questions:

1. What is the relationship between students support for having to pass the exam to graduate and passing the exam?
2. What is the relationship between students belief that requiring students to pass the Basic Standards exam makes graduating from high school more meaningful and passing the exam?
3. What is the relationship between the amount of time a student spends studying for courses every week outside of school and passing the Basic Standards exam?
4. What is the relationship between students participating in after school activities and passing the Basic Standards exam?
5. What is the relationship between how students prepare for the Basic Standards exam and passing the exam?

6. What is the relationship between the total amount of time students spend preparing for the Basic Standards exam and passing the exam?

7. What is the relationship between students belief that they were prepared to take the exam and passing the exam?

8. What sections of the Basic Standards exam do students have yet to pass?

Definition of Terms

Accountability: the intent behind the concept is that educators should make adjustments in the teaching/learning environment to enable most learners to obtain the desired outcomes. This view then makes educators accountable for making appropriate adjustments for teaching, which will be reflected by student learning outcomes (Casey, 1983, p. 40).

Basic Skills: are the ability to read, write, and speak English and use Mathematics at a level necessary to function and progress at work and in society in general (The Basic Skills Agency, 1998, p. 1)

Basic Standards: Minnesota's testing program which requires all high school student's to pass an exam in reading, mathematics and written composition in order to graduate from a Minnesota public high school (Department of Children, Families, and Learning, 1998b, p. 3).

Criterion-Referenced Test: is a test that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards (Glasser in Clark, 1976, p. 2).

Graduation exit exam: An exit exam is a criterion-referenced test that must be passed before a high school diploma is issued (Randolph, 1990, p. 8).

Minimum Competency Test: A criterion-referenced test administered to students in various grades used to determine competencies of the students (Randolph, 1990, p. 8).

Proficiency Testing: A competency-based testing program linked with high school graduation (Robinson & Wronkovich, 1991).

Reliability: A reliable test measures with precision and consistency.

Test Bias: A factor inherent within a test that systematically prevents accurate, impartial measurement (Cohen, Swerdlik, & Phillips, 1996, p. 200).

Validity: A valid test measures the construct it intends to measure.

Assumptions of Research:

Various assumptions were made regarding this study. They include:

1. Students responded truthfully to the survey questions.
2. Students had the knowledge to answer the survey questions.

Limitations of the Research:

The following are known limitations of the study:

1. Student's data was self-reported for this survey. The results are student's self -reported perceptions.
2. Students with English as a Second Language may have had difficulty understanding and interpreting the survey questions.
3. There was a low response rate for this study. A sample of 128 students was identified for this study. Nineteen students returned the survey, and the response rate was 14.8% for this survey.
4. The respondents were 26.3% males and 73.7% females.

CHAPTER II

Review of Literature

Introduction

The review of literature provides key information regarding minimum competency testing. The following research outlines the history and development of the national minimum competency testing movement. Specific information is provided on the implementation and regulations involving Minnesota's Basic Standards testing program. In addition, issues of test reliability and validity are discussed to provide knowledge of important issues involved in testing individuals. Finally, a discussion of test bias addresses the test performance of individuals based on gender, ethnicity, and socioeconomic status.

National History of Minimum Competency Testing

During the 1970's and 1980's the United States began to echo growing concern with the state of the education system. An increasing discontent was heard throughout the nation with declining test scores, particularly "…SAT scores, college board scores, and standardized achievement test scores" (Randolph, 1990, p.10). American students "…were never ranked first or second, but were ranked last seven times" when compared in nineteen academic subjects with other students from industrialized countries (Airasian as cited in Randolph, 1990, p.10).

The perceived condition of the United States education system appears to be the spur that began to move legislators and educators towards the use of competency testing. The use of competency tests with high school students was developed to measure student's acquisition of identifiable basic skills before high school graduation (Clark, 1976).

Denver became the first public school system to implement competency tests in basic skills, and Oregon was the first state to initiate legislation that mandated its high school students to pass a competency exam in 1973 (Clark, 1976). In 1982, Linn, Madaus, and Pedulla indicate that roughly seventeen states linked minimum competency testing with receiving a high school diploma. From this time, the number of states that have considered and implemented competency testing continues to grow.

In March of 1994, the *GOALS* 2000: Educate America Act was passed by congress and signed by President Clinton. This act addresses eight goals for the United States as we move into the Twenty-first Century. The third goal particularly addresses the topic of student competency. It states:

> All students will leave grades 4,8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy. (*GOALS* 2000: Educate America Act, 1994)

The *GOALS* 2000: Educate America Act has pushed high school competency testing to the forefront of issues in education and has states initiating competency testing into statewide programs.

Minnesota's History of Basic Standards Testing

During the 1995 legislative session, Governor Arne Carlson initiated the creation of The Department of Children, Families, and Learning. The purpose of the new department was to create a system of interrelated agencies that enhance accessibility,

accountability, and collaboration (Department of Children, Learning, and Families, 1998a). Within the new department is the Office of Teaching and Learning, which manages Minnesota's statewide competency testing known as Basic Standards.

The Department of Children, Families, and Learning (1998b) states:

> The Basic Standards ensure that no student leaves high school without learning basic skills that every adult needs in order to live and work in today's society….All students must pass Basic Standards tests in reading, mathematics and written composition in order to be eligible to graduate from a Minnesota public high school. (p. 3)

Basic Standards testing began in 1996, and students who graduate in the class of 2000 will need a score of at least 70 % correct to pass the exam (Department of Children, Families, and Learning, 1998e). Students who will graduate in the year 2001 and beyond will be required to have a passing score of at least 75% correct. Additionally, students in the Class of 2002 and beyond will need to complete work in 24 of 48 High Standards (The Department of Children, Families, and Learning, 1998c). The Department of Children, Families, and Learning indicates that the 48 "High Standards fall under ten broad learning areas: Read, View, Listen; Write and Speak; Literature and the Arts; Math Applications; Inquiry; Scientific Applications; People and Cultures; Decision Making; Resource Management; and World Languages" (Department of Children, Learning, and Families, 1998c, p. 1).

The Basic Standards policies allow variations for students with Individualized Education Program's (IEP), Section 504 Accommodation Plans, and Limited English Proficiency (LEP). Students with an IEP or Section 504 Accommodation Plans shall have their IEP or Section 504 Accommodation Plan teams determine if the he or she can

pursue the standard without modification, if the standards will be modified to an individual level, or define standards the student will alternately pursue (Department of Children, Learning, and Families, 1998d, Section 3501.0340). Students with LEP will follow current graduation requirements unless an individual graduation plan is developed and annually reviewed by a designated team (Department of Children, Learning, and Families, 1998d, Section 3501.0350).

The results of high school Basic Standards exams are used for purposes of district accountability. Schools receive their district's test results, which enables them to evaluate curriculum and instruction (Minnesota Statutes, 1997). Individual student results are mailed to parents, and district test results are released to the community. Additionally, the report data allows schools and school districts in Minnesota to compare test results, and the state of Minnesota is able to compare test results with other states and nations (Minnesota Statutes, 1997).

Reliability and Validity Issues in Testing

Public schools have administered tests since the beginning of this century. Psychometricians have become aware of the limitations of tests as the study of psychometrics continues. Tests are routinely scrutinized for problems with reliability and validity. Linn et al. (1982, p. 18) indicates "no test is perfectly accurate or reliable." However, many tests indicate the standard error of measurement which measures "the degree of imprecision in the test" that indicates a test taker's score will fall within a range of scores from the original score if retested (Linn et al., 1982, p.18).

The Far West Laboratory for Educational Research and Development cautions (as cited in Medina &Neill, 1988, p. 14) "the older problem of test reliability remains:

standardized tests rarely achieve reliability coefficients above .8, leaving considerable room for error in the measurement of any particular child's performance." Medina & Neill (1988) state that this .8 reliability coefficient means that 20% of individuals taking the test would indicate a variation in their score if retested, and "scores (and the decisions made based on these scores) radically over- or underestimate the knowledge, skills or abilities possessed by at least one in every five students tested" (p. 14).

Issues relating to the validity of competency exams have been raised as well. Linn et al. (1988) indicates two particular considerations involving content validity and competency testing. A first consideration includes whether curricular materials for the appropriate education level are aligned with test content (Linn et al.). The second consideration involves the alignment of the teacher's instruction of material with the content of the test (Linn et al.). If the curricular materials and teacher instruction is not aligned with the content of the test, then competency exams are not accurately measuring student's abilities.

Test reliability and validity are critical components of testing. Persons involved in the testing of individuals should make themselves aware of the reliability and validity of the tests they use. Without understanding the accuracy of measurement indicated by a test, judgements made in reference to an individual's ability may be grossly inaccurate.

Test Bias

Test bias indicates problems with a test's validity. The systematic mismeasurement of particular groups of people allows them to become subjected to inaccurate test results and discrimination. "Rather than being 'objective' instruments, standardized tests often

produce results that are inaccurate, inconsistent and biased against minority, female and low-income students" (Medina & Neill, 1988).

Causes of test bias have been rigorously studied. Many viewpoints exist on what causes the performance gap between genders, ethnicities, and socioeconomic status'. Singham (1998) states there are three perspectives into which most viewpoints fall. The first is the socioeconomic model that views the performance gap as a result of economic status, which correlates strongly with educational achievement. The second perspective is the sociopathological model, which indicates social pathologies in communities are at fault for creating community norms that adversely affect student's educational achievement. The third perspective is the genetic model, which indicates biology as the cause for the performance gap between genders and ethnic groups.

The effects of the performance gap allow particular groups to be subject to stereotypes and discrimination. Singham (1998) indicates that the performance gap creates a self-fulfilling prophecy in which students believe they will not perform as well because of gender, ethnicity, or socioeconomic status. Thereby, promoting student's reduced effort, and confirming student reduced achievement and continuing stereotypes.

The performance gap between women, ethnic groups, and socioeconomic status' has been measured in studies by many researchers. The following sections indicate student performance in relation to the variables of gender, ethnicity, and socioeconomic status on assessments.

Gender differences on assessments.

The conventional stereotype of boys perform better in math and science, and girls perform better in the liberal arts has been a commonly accepted notion (Latham, 1998).

While evidence of a gender performance gap may have existed in previous times, current research has indicated that the male and female performance gap has narrowed considerably.

Latham (1998) works for the professional Education and Development Group at the Educational Testing Service (ETS). ETS has:

> …Recently completed a four-year study that analyzed results from more than 400 different assessments and 1,500 data sets involving millions of students….and found that gender gaps in the United States are not nearly as large or as pervasive as one might think. (p. 88)

A study conducted by Willingham and Cole (as cited in Latham, 1998) discovered for nine out of fifteen subject areas, there was no difference between genders. "Only two of the fifteen subject areas were outside the 'small' range of -.5 to .5….('Mechanical/electronic' favored boys, with D less than -.9, and 'verbal-writing' favored girls, with D greater than .5)" (Latham, 1998, p. 88). The authors, Willingham and Cole caution against broad generalizations across genders. This study suggests that gender differences may occur on a subskill level, rather than over entire subject areas.

A last finding by Willingham and Cole (as cited in Latham, 1998) indicates that a gender gap is small to non-existent at the fourth and eighth grade levels, but a performance gap seems to begin after eighth grade. Reasons for this possibly include biological differences, sex role stereotypes and expectations, and interests (Wilder as cited in Latham, 1998).

Another study by DeMars (1998) assessed gender differences of high school students on the Michigan High School Proficiency Test (HSPT) in math and science, and

compared the multiple-choice and constructed-response items for gender differences. The results of this study indicated that the gender differences in math and science were small (DeMars). In addition, similar results were found between males and females in the comparison of multiple-choice and constructed-response items (DeMars). These results indicate that perhaps the differences in the gender gap have decreased over time.

Ethnic differences on assessments.

Many studies have examined race and ethnic differences in test performance. The results of such studies do not provide one single view of the performance gap between races and ethnicities, but rather studies have reported diverse findings in the differences of test scores by ethnic groups. Studies may find no relationship between race and ethnicity and test performance. Others discover moderate to dramatic differences in test performance, while others report findings in between.

A study by Dixon-Floyd and Johnson (1997) compared ethnic group's performance in grades six through eight on the Texas Assessment of Academic Skills (TAAS). In this particular study, ethnicity did not have a significant relationship with TAAS performance (Dixon-Floyd and Johnson).

Contrary to Dixon-Floyd and Johnson's findings, an earlier study conducted by the Texas Education Agency (1883) indicates that student performance in Texas on the Texas Assessment of Basic Skills Tests (TABS) did produce different passing rates by ethnic groups. The percentage of black, Hispanic, and white students passing the TABS test increased during 1980, 1981, and 1982, except for Hispanic student's reading scores from 1980 to 1981. The 1980 results indicated 82% of white students, 58% of Hispanic students, and 42% of black students passed the TABS test in mathematics, and

performance in reading discovered similar results (Texas Education Agency). This gap in performance continued during 1981 and 1982, which were the last two years of the study (Texas Education Agency).

A study by Serow, Davies, and Parramore (1983-84) additionally indicated findings of a large performance gap between black and white students. The results indicated significant differences in passing rates for white and black students. White students, 88.9% of males and 91.5% of females, passed the competency exam on the first test (Serow et al.). Black students, 50.7% of males and 58.2% of females, passed the competency exam on the first exam (Serow et al.). In addition, those students who did not pass and dropped out between tests in greater numbers were black males 23.4% and females 21.8% compared to white males 16.1% and females 12.8 % (Serow et. al.).

Studies report results that vary from no significant difference to significant difference in how people of different ethnicities perform on minimum competency tests. Test construction should be examined to insure ethical and fair testing for all individuals.

Socioeconomic differences on assessment.

Current studies and literature link student's economic status with educational achievement. Singham (1988) states that "educational achievement correlates more strongly (although not perfectly) with economic status than with any other single variable" (p. 10). In addition, Goldstein (1993) reports that when comparisons are made between low-income and high-income children, performance differences may emerge which are "equivalent to two or more years of educational progress" (p. 2). Finally, Dixon-Floyd and Johnson (1997) indicate in a study conducted with sixth through eighth

grade students that socioeconomic status has a significant impact on student's Texas Assessment of Academic Skills (TAAS) scores.

Some researchers indicate that socioeconomic status is a major factor in student achievement. Therefore, high income students may report higher student achievement, and low income students may report lower student achievement.

Summary and Implications

This chapter outlined the national competency movement, and the implementation of minimum competency testing in the state of Minnesota. Minimum competency programs have found support and opposition. Issues involved with test reliability, validity, and test bias have inspired critical debate over the use of minimum competency exams in relation to high school exit exams. Some studies have found tests to be biased towards ethnic groups, and persons of low socioeconomic status.

CHAPTER III
Methodology

Introduction

Chapter 3 will describe the subject's chosen for the study, the procedures used to select them, the development and selection of an instrument, and procedures for data collection.

Description of Subjects

The subjects for this study included 128 11th grade students. The subjects for this study were identified through homeroom placement. Ten 11th grade homerooms, including five homerooms with students that had passed Basic Standards testing and five homerooms with students that had not passed Basic Standards testing, were selected for this study. The number of passing students was approximately equal to the number of non-passing students.

Development/Selection of Instrument

A self-developed student survey was designed to investigate 11th grade student's attitudes towards Minnesota's Basic Standards Exam. The survey obtained data on student attitudes towards Minnesota's Basic Standards Exam in relation to passing the Basic Standards exam. Additionally, the survey obtained data on student preparation for the Basic Standards exam (see Apendix). The development of a survey was necessary due to the lack of instruments of this kind.

Data Collection

Data was collected during the spring semester of 1999. The questionnaire and parent consent forms were distributed to students in the selected homeroom classes. Counselors

and teachers informed students of the study, read the parent consent form, and answered any questions students may have about the study. The parent consent form discussed confidentiality, voluntary participation, no anticipation of medical or social risk, and the destruction of all raw data or records that may identify individuals (see Apendix). Students were instructed to complete the parent consent form with both their parents signature and their own signature if they choose to voluntarily participate.

Upon completion of the consent form and questionnaire, students were instructed to return them to the secretary in the Counseling Center. The secretary ensured that students have completed the consent form, and placed the consent form and questionnaire in different envelopes to protect confidentiality.

Data Analysis

The surveys were processed by the Information and Operating Systems Center at University of Wisconsin-Stout. Surveys were sorted into two groups: students that passed and students that had not passed Basic Standards testing. Frequency data and percentages were calculated separately for each group. This was done to compare responses between students that have and have not passed the Basic Standards exam. The results will be used to complete this research project and inform the Minneapolis School District of student attitudes toward and student preparation for Basic Standards testing.

CHAPTER FOUR

Results

Introduction

The introduction of this chapter will provide information on the results of the demographic data obtained for this study. This chapter will also discuss research questions and results.

Of 128 surveys distributed to 11th grade students in their homerooms, 19 students responded by completing a survey. Students were placed in one of two categories: 1) students that passed Basic Standards testing or 2) students that had not passed. In this study, 52.6% (N=10) of the respondents had passed Basic Standards testing. The gender of passing respondents was 40% (N=4) male and 60% (N=6) female. In this study, 47.4% (N=9) of the respondents had not passed the Basic Standards exam. The gender of non-passing respondents was 11.1% (N=1) male and 88.9% (N=8) female.

The ethnicity of passing respondents was 40% (N=4) Caucasian, 10% (N=1) African American, 20% (N=2) Asian American, and 30% (N=3) Bi-racial/Other. The ethnicity of non-passers was 11.1% (N=1) Caucasian, 33.3% (N=3) African American, 33.3% (N=3) Asian American, 11.1% (N=1) Native American, and 11.1% (N=1) Bi-racial/Other. English was the first language for 80% (N=8) of passing respondents and 66.7% (N=6) of non-passing respondents.

Respondents reported their mother and father's level of education. Passing respondents reported their mother's education level: 10% (N=1) no high school diploma, 30% (N=3) high school diploma or GED, 10% (N=1) technical school degree, 10%

(N=1) college degree, 10% (N=1) beyond college degree, and 30% (N=3) unsure. Passing respondents reported their father's education level: 20% (N=2) no high school diploma, 40% (N=4) high school diploma or GED, 10% (N=1) technical school degree, and 20% (N=2) unsure.

Non-passing respondents reported their mother and father's education level. Non-passing respondents reported their mother's education level: 22.2% (N=2) no high school diploma, 44.4% (N=4) high school diploma or GED, 11.1% (N=1) technical school degree, and 22.2% (N=2) unsure. Non-passing respondents reported their father's education level: 25% (N=2) no high school diploma, 25% (N=2) high school diploma or GED, 25% (N=2) college degree, and 25% (N=2) unsure. One respondent did not indicate the father's education.

Respondents reported participation or nonparticipation in the free or reduced school lunch program. Of students that passed Basic Standards testing, 70% (N=7) reported they did not participate in either free or reduced school lunch, 20% (N=2) reported free lunch participation, and 10% (N=1) reported reduced lunch participation. Of students that did not pass Basic Standards testing, 33.3% (N=3) reported they did not participate in free or reduced school lunches, 55.6% (N=5) reported free school lunch participation, and 11.1% (N=1) reported unsure.

Respondents reported their cumulative G.P.A. Respondents that passed the Basic Standards testing reported their cumulative G.P.A.: 20% (N=2) reported 2.0-2.9, 50% (N=5) reported 3.0-3.9, and 30% (N=3) reported 4.0-4.3. Respondents not passing Basic Standards testing reported their cumulative G.P.A.: 11.1% (N=1) responded 1.0-1.9, 66.7 (N=6) reported 2.0-2.9, and 22.2% (N=2) reported 3.0-3.9.

Respondents reported if they had taken the PLAN, ACT, PSAT, or the SAT. Students that passed Basic Standards testing reported which assessments they had taken: 30% (N=3) had taken the PLAN, 50% (N=5) had taken the ACT, and 10% (N=1) had taken the PSAT. Students that did not pass Basic Standards testing reported which assessments they had taken: 11.1% (N=1) had taken the ACT.

Respondents that had passed Basic Standards testing reported how many full days of school they were absent during the 1998-1999 school year: 11.1% (N=1) missed 0-1 days, 55.6% (N=5) missed 2-4 days, and 33.3% (N=3) missed 5 or more days of school. Students that did not pass Basic Standards testing reported how many full days of school they were absent during the 1998-1999 school year: 44.4% (N=4) missed 0-1 days, 33.3% (N=3) missed 2-4 days, and 22.2% (N=2) missed 5 or more days of school. One respondent did not answer this question.

In addition, respondents reported how many absences they averaged per class. Of the passing respondents, 60% (N=6) averaged 0-1 absence, 30% (N=3) averaged 2-4 absences, and 10% (N=1) averaged 5 or more absences. Of the respondents that did not pass Basic Standards testing, 44.4% (N=4) averaged 0-1 absences, 44.4% (N=4) averaged 2-4 absences, and 11.1% (N=1) averaged 5 or more absences.

Respondents reported the number of middle schools and high schools they have attended. Of the respondents that had passed Basic Standards testing, 60% (N=6) attended one middle school, 30% (N=3) attended 2 middle schools, and 10% (N=1) attended 3 or more middle schools. Passing respondents additionally reported that 77.8% (N=7) attended one high school and 22.2% (N=2) attended two high schools.

Of the respondents that did not pass Basic Standards testing, 22.2% (N=2) reported attending no middle school, 44.4% (N=4) attended one middle school, 22.2% (N=2) attended two middle schools, and 11.1% (N=1) attended 3 or more middle schools. Of the non-passing respondents, 75% (N=6) attended one high school and 25% (N=2) attended two high schools. Two respondents did not answer this question.

Discussion of Research Questions and Results

Results of Question #1:

What is the relationship between student's support for having to pass the Basic Standards exam to graduate and passing the exam?

Of the students that passed the Basic Standards exam, 70% (N=7) reported they thought students should have to pass the exam to graduate, 20% (N=2) reported they somewhat thought students should have to pass the exam to graduate, and 10% (N=1) reported they did not think students should have to pass the exam to graduate. Of students that did not pass the exam, 55.6% (N=5) reported students should have to pass the exam to graduate and 0% (N=0) reported they somewhat thought students should have to pass the exam to graduate, and 44.4% (N=4) reported they did not think students should have to pass the exam to graduate. (See Table 1).

Table 1

Should Students Have to Pass the Basic Standards Exam to Graduate From High School:

Student Response	Passers % (f)	Non Passers % (f)	Row Total % (f)
Yes	70.0 (7)	55.6 (5)	63.2 (12)
Somewhat	20.0 (2)	0 (0)	10.5 (2)
No	10.0 (1)	44.4 (4)	26.3 (5)
Column Total	52.6 (10)	47.4 (9)	100.0 (19)

Discussion of Results of Question #1:

The results indicate that 70% (N=7) of passing students compared to 55.6% (N=5) of non-passing students report that they think students should have to pass Basic Standards exam to graduate. Results also indicate that 10% (N=1) of passing students and 44.4% (N=4) of non-passing students report they think students should not have to pass the Basic Standards exam to graduate. More passing students thought students should have to pass the exam to graduate than non-passing students. In addition, more non-passing students thought students should not have to pass the exam to graduate than non-passing students. Of all students in the survey, 63.2% (N=12) thought students should have to pass the exam to graduate compared to 26.3% (N=5) of students that thought they should not have to pass the exam to graduated. There appears to be more support than opposition for the Basic Standards exam amongst students.

Results of Question #2:

What is the relationship between student's belief that requiring students to pass the Basic Standards exam makes graduating from high school more meaningful and passing the exam?

Of the passing students, 40% (N=4) reported that passing the exam makes graduating more meaningful, 40% (N=4) reported that passing the exam makes graduating somewhat more meaningful, and 20% (N=4) reported that passing the exam does not make graduating more meaningful. Of the non-passing students, 33.3% (N=3) reported that passing the exam makes graduating more meaningful, 33.3% (N=3) reported that passing the exam makes graduating somewhat more meaningful, and 33.3% (N=3) reported that passing the exam does not make graduating more meaningful.

Discussion of Results of Question #2:

The results indicate there was no relationship between students belief that passing the exam made graduating from high school more meaningful and passing the exam. Passing and non-passing students reported similarly. In addition, student's answers were evenly dispersed in the different responses.

Results of Question #3:

What is the relationship between the amount of time a student spends studying for courses every week out side of school and passing the Basic Standards exams?

Of the respondents that passed Basic Standards testing, 80% (N=8) reported studying 0-2 hours, 10% (N=1) reported studying 3-5 hours, and 10% (N=1) reported studying 6 or more hours per week out side of school. Of the respondents that did not pass Basic Standards testing, 44.4% (N=4) reported studying 0-2 hours, 22.2% (N=2) reported

studying 3-5 hours, and 30% (N=3) reported studying 6 or more hours per week outside of school. (See Table 2).

Table 2

Amount of Time Students Spend Studying Outside of School Per Week:

Student Response	Passers % (f)	Non-Passers % (f)	Row Total % (f)
0-2 Hours	80.0 (8)	44.4 (4)	63.2 (12)
3-5 Hours	10.0 (1)	22.2 (2)	15.8 (3)
6 or More Hours	10.0 (1)	33.3 (3)	21.1 (4)
Column Total	52.6 (10)	47.4 (9)	100.0 (19)

Discussion of the results for Question #3:

Results of this research question indicate that 80% (N=8) of passing students compared to 44.4% (N=4) of non-passing students report studying 0-2 hours outside of school. Approximately twice as many passing students reported studying 0-2 hours outside of school. In addition, only 10% (N=1) of passing students reported studying 6 or more hours outside of school compared to 33.3% (N=3) of non-passing students. Students that have not passed Basic Standards testing report studying more hours outside of school than students that have passed Basic Standards testing.

Results of Question #4:

What is the relationship between students participating in after school activities and passing the Basic Standards exam?

Of the students that passed Basic Standards testing, 40% (N=4) participated in a part-time job, 10% (N=1) participated in volunteering, 40% (N=4) participated in school clubs, and 50% (N=5) participated in athletics. Of students that did not pass Basic Standards testing, 55.6% (N=5) participated in a part-time job, 10% (N=1) participated in volunteering, 33.3% (N=3) participated in school clubs, and 33.3% (N=3) participated in athletics.

Discussion of Results for Question #4:

There was no relationship between students participating in after school activities and passing the Basic Standards exam. Passing and non-passing students reported similar participation in after school activities.

Results of Question #5:

What is the relationship between how students prepare for the Basic Standards exam and passing the exam?

Passing and non-passing students reported what methods they used to prepare for the Basic Standards exam. Students that passed the exam reported how they prepared: 30% (N=3) reported they studied in class with a teacher, 40% (N=4) reported they studied outside of class, 20% (N=2) reported they reviewed the Guide to Minnesota Basic Standards Tests, 20% (N=2) reported they reviewed by taking the on-line version of the exam, 20% (N=2) discussed the exam with their counselor, and 20% (N=2) discussed the exam with their parents. Students that did not pass the exam reported how they prepared: 55.6% (N=5) studied in class with a teacher, 33.3% (N=3) studied outside of class, 22.2% (N=2) reviewed the Guide to Minnesota Basic Standards Tests, 22.2% (N=2) reviewed by taking the on-line version of the exam, 11.1% (N=1) discussed the exam with their

counselor, and none of the non-passing students discussed the exam with their parents. (See Table 3).

Table 3

Student Preparation for the Basic Standards Exam:

Student Response	Passers % (f)	Non-Passers % (f)
Did Not Prepare	60.0 (6)	22.2 (2)
Used Classroom Preparation	30.0 (3)	55.6 (5)
Prepared Outside Of Class	40.0 (4)	33.3 (3)
Reviewed Study Guide	20.0 (2)	22.2 (2)
Took On-line Exam	20.0 (2)	20.0 (2)
Discussed with Counselor	20.0 (2)	11.1 (1)
Discussed with Parents	20.0 (2)	0 (0)

Discussion of Results for Question #5:

The results indicate that 60% (N=6) of passing and 22.2% (N=2) of non-passing students did not prepare for the exam. More passing students than non-passing students report they did not prepare for the exam. Results indicate that 30% (N=3) of passing and 55.6% (N=5) of non-passing students report studying in class with their teacher. Fewer passing students reported using this method to prepare for Basic Standards testing. This

indicates that students in homerooms for students that have not passed Basic Standards testing may have received more in-class preparation compared to those students that have passed the exam and are no longer preparing to take the exam. However, the results additionally indicate that 44.4% (N=4) of students in homerooms for non-passing students report that they have not studied in class with a teacher. The homerooms are designed to give non-passing students additional support in the classroom for Basic Standards testing.

There was no relationship between studying outside of class, using the Guide to the Minnesota Basic Standards Tests, taking the on-line version of the exam, and discussing the with a counselor or a parent. The number of passing and non-passing students engaging in these preparation activities was similar. However, it is important to note that both passing and non-passing students reported minimal participation in these preparation activities.

Results of Question #6:

What is the relationship between the total amount of time students spend preparing for the Basic Standards exam and passing the exam?

Of the students that passed the Basic Standards exam, 60% (N=6) reported studying a total of 0-2 hours for the exam, 20% (N=2) reported studying a total of 3-5 hours for the exam, and 20% (N=2) reported studying a total of 6 or more hours for the exam. Of the students that had not passed the Basic Standards exam, 62.5% (N=5) reported studying a total of 0-2 hours for the exam, 37.5% (N=3) reported studying a total of 6 or more hours for the Basic Standards exam.

One respondent did not answer this question.

Discussion of the Results of Question #6:

The results indicate there was no relationship between the total amount of time a student prepares for the Basic Standards exam and passing the exam. The total number of hours passing and non-passing students reported studying was similar. Of all students in the survey, 61.1% (N=11) reported they studied 0-2 hours for the exam, and 27.8% (N=5) reported studying 6 or more hours. Both passing and non-passing students reported preparing a minimal amount of time before they take the Basic Standards exam.

Results of Question #7:

What is the relationship between students thinking they were prepared to take the Basic Standards exam and passing the exam?

Of the students that had passed the Basic Standards exam, 60% (N=6) thought they were prepared to take the exam, 30% (N=3) thought they were somewhat prepared to take the exam, and 10% (N=1) thought they were not prepared to take the Basic Standards exam. Of the students that had not passed the Basic Standards exam, 44.4% (N=4) thought they were prepared to take the exam, 22.2% (N=2) thought they were somewhat prepared to take the exam, and 33.3% (N=3) thought they were not prepared to take the Basic Standards exam. (See Table 4).

Table 4

Did Students Believe They Were Prepared to Take the Exam:

Student Response	Passers % (f)	Non-Passers % (f)	Row Total % (f)
Yes	60.0 (6)	44.4 (4)	52.6 (10)
Somewhat	30.0 (3)	22.2 (2)	26.3 (5)
No	10.0 (1)	33.3 (3)	21.1 (4)
Column Totals	52.6 (10)	47.4 (9)	100.0 (19)

Discussion of Results for Question #7:

The results indicate that 60% (N=6) of passing students compared to 44.4% (N=4) of non-passing students reported they felt prepared to take the exam. 10% (N=1) of passing students and 33.3% (N=3) non-passing students reported they were not prepared to take the Basic Standards exam. More passing students thought they were prepared than non-passing students. In addition, fewer passing students did not think they were prepared to take the Basic Standards exam. Only about half of all students surveyed, 52.6% (N=10), thought they were prepared to take the Basic Standards exam.

Results of Question #8:

What sections of the Basic Standards exam have students passed?

There are three sections in the Basic Standards exam: math, reading, and writing. To pass the Basic Standards exam, 11th grade students must score above a 70% on each of these sections. All passing students passed the three sections of the exam. Non-passing students reported which sections of the Basic Standards exam they had passed: 11.1% (N=1) passed only the math section, 22.2% (N=2) passed only the reading section, 11.1%

(N=1) passed only the writing section, and 11.1% (N=1) passed both the math and reading sections. Of non-passing students, 44.4% (N=4) still had to pass all three sections of the exam. (See Table 5).

Table 5

What Sections of the Basic Standards Exam Have 11th Grade Students Passed:

Student Responses	Passers % (f)	Non-Passers % (f)	Row Totals % (f)
None	----	44.4 (4)	21.1 (4)
Only Math	----	11.1 (1)	5.3 (1)
Only Reading	----	22.2 (2)	10.5 (2)
Only Writing	----	11.1 (1)	5.3 (1)
Both Math & Reading	----	11.1 (1)	5.3 (1)
Math, Reading, & Writing	100.0 (10)	----	52.6 (10)
Column Totals	52.6 (10)	47.4 (9)	100.0 (19)

Discussion of Results for Question #8:

The results of this research question indicate that 44.4% (N=4) of non-passing students still had three sections of the Basic Standards exam yet to pass. In addition, 44.4% (N=4) of non-passing students report passing only one out of three sections of the Basic Standards exam. Students that have not passed the Basic Standards exam are more likely to have more than one section of the exam yet to pass.

Summary of Findings

The purpose of this study was to determine student attitudes towards and preparation for the Basic Standards exam. The respondents of this survey provided additional demographic data. Therefore, both demographic data and the research data will be summarized in the following sections.

Summary of Demographic Data

The ethnicity of respondents was diverse. More passing students were Caucasian and bi-racial/other. More non-passing students were African-American, Asian American, and Native American.

Student's socioeconomic status was examined by looking at parent education and student participation in the free or reduced school lunch program. Parent's education was similar for passing and non-passing students. However, when examining participation in the free or reduced school lunch program, more than twice as many non-passing students reported they received free school lunch in comparison to passing students. In addition, the majority of passing students did not receive either free or reduced school lunch. This data supports findings that student achievement may be linked with socioeconomic status.

Students cumulative G.P.A. was examined in regards to passing the Basic Standards exam. Passing and non-passing students reported G.P.A.'s from 2.0-3.9. More passing students reported G.P.A.'s in the 3.0-3.9 range. More non-passing students reported G.P.A.'s in the 2.0-2.9 range.

Respondents also reported which college preparatory and college entrance exams they had taken. More passing students reported they had taken the PLAN, ACT, PSAT, or SAT. Only one non-passing student reported taking a college entrance exam.

Student absence was examined for passing and non-passing students. Passing students reported missing more full days of school than non-passing students. The number of absences per class reported for passing and non-passing students was similar.

The number of middle and high schools students attended was examined for passing and non-passing students. Passing and non-passing students responded similarly.

The results of some demographic data indicated possible relationships between student demographics and passing the exam.

Summary of Research Questions

Research questions one through eight will be summarized in this section. Research question one addressed student support for Basic Standards testing. More passing students than non-passing students believed that students should be required to pass the exam to graduate. More non-passing students thought students should not have to pass the exam to graduate. The data showed 63.2% (N=12) of all students thought they should be required to pass the exam. This data showed that there is student support for Basic Standards testing.

Research question two addresses the relationship between student's belief that requiring students to pass the exam makes graduation form high school more meaningful. The data indicated that there was no relationship between student's belief that passing the exam made high school graduation more meaningful and passing the exam.

Research question three addressed the relationship between the amount of time students spend studying for courses outside of school every week and passing the exam. Students that passed the Basic Standards exam reported studying less time outside of school than students that had not passed the exam.

Research question four addressed the relationship between participation in after school activities and passing the Basic Standards exam. There was no relationship between participation in after school activities and passing the Basic Standards exam.

Research question five addressed the relationship between how students prepared to take the Basic Standards exam and passing the exam. More passing students than non-passing students reported that they did not prepare to take the exam. More non-passing students reported they prepared in class with a teacher. Students that have not passed the exam were placed in homerooms where they receive additional support and instruction for passing the exam. The data supports non-passing students receiving more classroom instruction. However, it would seem that all non-passing students would have responded that studying in class with a teacher was a method used to prepare. The data indicated no relationship between studying outside of class, review of the Guide to Minnesota Basic Standards, taking the on-line version of he exam, discussing the exam with a parent or counselor and passing the exam. The number of passing and non-passing students engaging in these preparation activities was similar, and passing and non-passing students reported minimal participation in preparation activities.

Research question six addressed the relationship between the total amount of time a student spent preparing for the exam and passing the exam. The data indicated that there was no relationship between the amount of time a student spends preparing for the exam and passing the exam. Research question seven addressed the relationship between students belief that they were prepared to take the exam and passing the exam. More passing students reported they were prepared to take the exam than non-passing students.

More non-passing students reported that they did not believe they were prepared to take the exam.

Research question eight addressed what sections of the Basic Standards exam students had passed. Passing students had passed all three sections of the exam. The majority of non-passing students reported they had passed either none or one of three sections of the exam. Therefore, the majority of non-passing students have two or more of the three sections yet to pass before they are able to graduate from high school.

The results of some research questions indicated possible relationships between student attitudes towards and student preparation for Basic Standards exam and passing the exam.

CHAPTER FIVE

Conclusions and Recommendations

Conclusions Based on Results

Based on the data collected, administrators, counselors, teachers, and parents should utilize existing strategies to better inform and prepare students for Basic Standards testing. Passing and non-passing students report low participation in preparation activities such as reviewing the Guide to Minnesota Basic Standards Test, taking the on-line exam, and discussing the exam with a parent or counselor. Of passing and non-passing students, 26.3% (N=5) reported they were somewhat prepared to take the exam, and 21.1% (N=4) of students reported they were unprepared to take the exam. Of passing and non-passing students 61.1% (N=11) reported they prepared for the exam a total of 0-2 hours for the exam. The results of this research will be shared with administrators, counselors, teachers, and parents. Awareness of student's preparation activities will allow them to better inform and prepare students for Basic Standards testing.

Of non-passing students, 55.6% (N=5) prepared in class with a teacher, 33.3% (N=3) prepared outside of class, 22.2%(N=2) reviewed the Guide to Minnesota Basic Standards Tests, 22.2% (N=2) reviewed by taking the on-line practice exam, 11.1% (N=1) discussed the exam with a counselor, and none of these students discussed the exam with their parents. Teachers in homerooms for students that have not passed the exam should re-examine how they are preparing non-passing students for taking the Basic Standards exam.

Participation in preparation activities may help all students feel more prepared to take the exam. However, 60% (N=6) of passing students reported they did not prepare to take

the exam. This indicates that administrators, counselors, teachers, and parents should be aware that cramming for the exam will likely be ineffective for preparing students to take the Basic Standards exam, which measures cumulative knowledge. In conclusion, all students should be informed of the purpose of the exam, the format of the exam, and test taking strategies for taking the exam.

Recommendations for Further Research

There were a number of limitations for this study. They include self-reported data, students with English as a Second Language ability to understand the survey, low response rate, and a disproportionate number of female to male students. Due to these limitations, a recommendation for further research would be to replicate the study.

An additional recommendation would be for the Minneapolis Public School system to alter their procedure for collection of data that does not inquire about student's sexual or illegal activity. The district may consider sending a parent consent letter to all parents at the beginning of the school year requesting that parents return the letter if they do not want their child to participate in research studies. This procedure would likely increase the number of participants in research studies.

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APPENDIX

A Survey of Student Attitudes Towards Basic Standards Testing with Letter of Parent Consent

A Survey of Student Attitudes Towards Basic Standards Testing

1. Gender:
   _____Male
   _____Female

2. Ethnicity:
   _____Caucasian
   _____African American
   _____Hispanic American
   _____Asian American
   _____Other:_____

3. Is English your **first** language?
   _____Yes
   _____No

4. Parent Education:
   Mother:
   _____Did Not Receive High School Diploma
   _____High School Diploma or GED
   _____Technical School Degree
   _____College Degree
   _____Beyond College Degree
   _____Unsure

   Father:
   _____Did Not Receive High School Diploma
   _____High School Diploma or GED
   _____Technical School Degree
   _____College Degree
   _____Beyond College Degree
   _____Unsure

5. Do you participate in the free or reduced school lunch program? Check which applies to you:
   _____I do not participate
   _____Reduced School Lunch Program
   _____Free School Lunch Program
   _____Unsure

6. What is your cumulative G.P.A?
   _____0.9 or below
   _____1.0 – 1.9
   _____2.0 – 2.9
   _____3.0 – 3.9
   _____4.0-4.3

7. Please check which of the following assessments you have taken and **enter your composite score** if you remember the score:
   _____PLAN: score_____
   _____ACT: score_____
   _____PSAT: score_____
   _____SAT: score_____

8. How many **full days** have you been absent this school year?
   _____0 - 1
   _____2 – 4
   _____More than 5

9. How many absences do you average **per class**?
   _____0-1
   _____2-4
   _____More than 5

10. How many **middle schools** did you attend?

    _____One
    _____Two
    _____Three or more

11. How many **high schools** have you attended since ninth grade?
    _____One
    _____Two
    _____Three or more

12. What is the approximate amount of time you spend studying for your courses every week outside of school?
    _____0 – 2 hours
    _____3 – 5 hours
    _____More than 6

13. Do you participate in any of these activities after school? **Check all that apply**:
    _____Part-time job
    _____Volunteer
    _____School-related clubs or groups
    _____Athletics

14. Please check which Basic Standards exams have you passed?
    _____Math
    _____Reading
    _____Writing

15. How did you prepare yourself to take the Basic Standards exam? **Check all that apply:**
    _____Did not prepare
    _____Studied in class with my teacher
    _____Studied outside class
    _____Reviewed the Guide to the Minnesota Basic Standards Tests (the blue book)
    _____Reviewed by taking the on-line version of the Basic Standards exam
    _____Discussed the Basic Standards exam with my counselor
    _____Discussed the Basic Standards exam with my parents

16. What was the **total** amount of time you spent preparing for the reading, writing, and math sections of the Basic Standards exam?
    _____0 – 2 hours
    _____3 – 5 hours
    _____More than 6

17. Did you think you were prepared for the Basic Standards exam?
    _____Yes
    _____Somewhat
    _____No

18. Do you think students should be required to pass the Basic Standards exam to graduate from high school?
    _____Yes
    _____Somewhat
    _____No

19. Do you think that requiring students to pass the Basic Standards exams makes graduating from high school more meaningful?
    _____Yes
    _____Somewhat
    _____No

Project Title: Student Attitudes Towards Basic Standards Testing

Dear Parent or Guardian:

In collaboration with North High School's Guidance Counseling Department, Jean Rivard of the Education, School Counseling, and School Psychology Department at the University of Wisconsin-Stout is conducting a research project titled Student Attitudes Towards Basic Standards Testing. A survey will be conducted to gather information regarding 11th grade student's attitudes toward Minnesota's Basic Standards testing. Understanding student attitudes allows administrators, counselors, teachers, and parents to develop effective strategies for informing and preparing students for Basic Standards testing. We would appreciate your 11th grade child's participation in this study.

It is not anticipated that this study will present any medical or social risk to your child. The information gathered will be kept strictly confidential and any reports of the findings of this research will not contain your name, your child's name, or any other identifying information.

Your child's participation in this project is completely voluntary. If at any time you or your child wish to stop participating in this research, you may do so, without coercion or prejudice. Just inform the researcher.

Once the study is completed, the analyzed findings would be available for your information. In the meantime if you have any questions please contact: Jean Rivard, Department of Education, School Counseling & School Psychology, University of Wisconsin-Stout, Menomonie, WI 54751, phone (612) 953-0611.

Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair of the UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 410 BH, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

Keep this half for personal records.

_ _

Consent Form

Please return to Gail in North High School's Counseling Center. Thank you!

I understand that my participation in this study is strictly voluntary, and I may discontinue my participation at any time without prejudice.

I understand that the purpose of this study is to investigate Student Attitudes Towards Basic Standards Testing.

I further understand that my participation in this study is strictly voluntary and I may discontinue my participation at any time without prejudice. I understand that the purpose of this study is to investigate Student Attitudes Towards Basic Standards Testing. I further understand that any information about my child that is collected during this study will be held in the strictest confidence and will not be part of my child's permanent record. I understand that at the conclusion of this study all records, which identify individual participants, will be destroyed.

Signature of Student: _____ date:_____

Signature of Guardian: _____ date:_____